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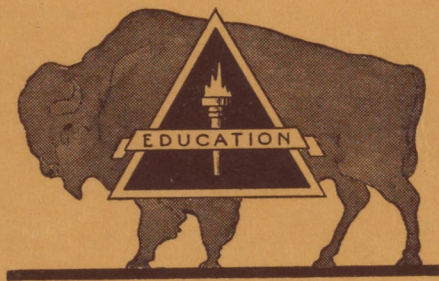


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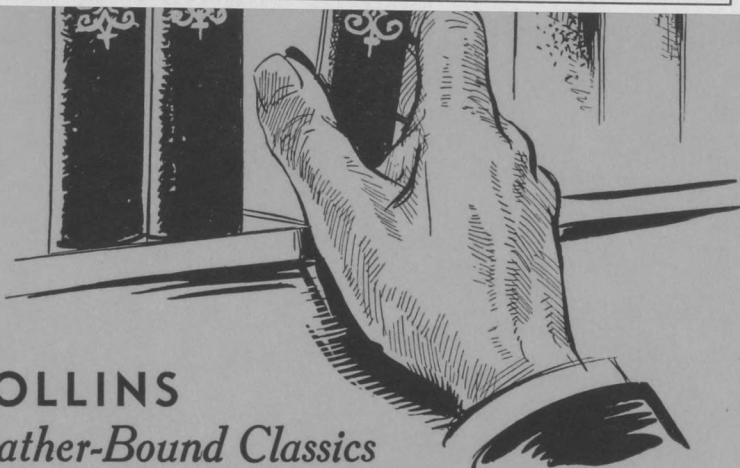
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December, 1946



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The University of Manitoba

Faculty of Education

BULLETIN No. 10, DECEMBER, 1946

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The University of Alberta

Faculty of Education

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Education and The Community

*An address to the Summer Session in Education by DR. A. W. TRUEMAN,
President, the University of Manitoba.*

Ladies and Gentlemen:

FIRST, I wish to express my thanks for the invitation to be present at this gathering. Mrs. Trueman had hoped to be here with me, but with our two children recovering from their vacation at the lake, and with the domestic employee situation as it is, that became impossible.

Secondly, I am glad to have the opportunity of meeting the Faculty of Education staff for the summer school, and I extend greetings in an informal way from the University. One regrettable feature of my position in an institution that has grown as large as ours is that my duties are so multifarious and exacting that it is impossible for me to get to know either students or staff.

Thirdly, I know you do not want a long speech. Any speech is the better for being held rigidly within its appropriate compass. Especially is this so on a summer night. This occasion has already been called by the chairman one of your "lighter moments".

I would like to say one or two simple things, however, which relate to your professional occupation. I realize, of course, that it is dangerous to talk about education, and never more so than when before such an audience as this.

This summer I read a good deal in **Paideia**, a history of Greek education and culture, by Werner Jaeger. The author had this to say:

"By deliberate training even the physical nature of the human race can alter, and can acquire a higher range of abilities. But the human mind has infinitely richer potentialities of development. As man becomes increasingly aware of his own powers, he strives by learning more of the two worlds, the world without him and the world within, to create for himself the best kind of life. His peculiar nature . . . creates special conditions governing the maintenance and transmission of his type, and imposes

on him a special set of formative processes, physical and mental, which we denote as a whole by the name Education. Education as practised by man is inspired by the same creative and directive vital force which impels every natural species to maintain and preserve its own type; but it is raised to far higher power by the deliberate effort of human knowledge and will to attain a known end."

From these facts, it is impossible to escape certain conclusions.

"To begin with, education is not a practice which concerns the individual alone; it is essentially a function of the community. The character of the community is expressed in the individuals who compose it. . . . The formative influence of the community on its members is most constantly active in its deliberate endeavor to educate each new generation in its own image. The structure of every society is based on the written or unwritten laws which bind its and its members. Therefore, education in any human community (be it a family, a social class, a profession, or some wider complex such as a race or a state) is the direct expression of the active awareness of a **standard**."

Education keeps pace with change. It will, therefore, be affected by changes in the values which set the standard. Stable values offer a stable basis for education. Unstable values result in education that is shaken, diverted, on the way to be destroyed.

If there is anything in this, it is surely significant at the present time. I suggest that when values are shaken and confused, education feels it. As educators and citizens I think we have to keep our eyes firmly fixed on the community origins of education, and on the underlying fact that our values will determine, in large measure, our type of education. But there is a reciprocal relation surely; education is not merely the reflection of the community. We must not let education, nor the teaching of education, become formaliz-

ed techniques. I am reminded of Johnson and his words on the subject:

"How difficult it is to recall vagrant inattention, to stimulate sluggish indifference, and to rectify absurd misapprehension."

Our end product should be ever to

inculcate proper values and skills, to live in the community and propagate those values.

The broader we are ourselves, the more we have tried **to be** as well as **to do** in Education, the better the more enduring job we shall do.

. . . With The Editors . . .

EDWARD M. MAGUIRE, B.A.

WITH the passing of the war years, the western world is resuming its stride and already setting for itself new goals beyond the horizons of 1939. The renewed activity is evident in our own Faculty of Education. Once more we are able to utilize this means of maintaining contact between the staff and our widely scattered student body.

There have been many changes during the past year. Those of us who have been privileged to attend Dr. Frogner's classes will read with interest, but also with regret, her farewell message. We wish Dr. Frogner every happiness in her position with the English Department of the Chicago Teachers College. We rejoice in the distinctions achieved by two of our graduates. Miss Laura D. Baker relinquished her post in the Psychology Department of United College this fall to undertake studies at the University of London under the auspices of the British Council. Leslie G. M. Robinson is presently the holder of a Boyd Travelling Fellowship at the University of Minnesota. We welcome the first contribution of Dr. H. L. Stein as a member of the Faculty. "Counselling in Action" is the report of one who by virtue of intensive research and successful experience is eminently qualified to write in a field which is attracting so much attention today. Dean Woods, always abreast of the times, indicates a future direction for professional and academic training which will meet with the hearty approval of many of our readers.

In a period when there is much planning of new school plants and much attention directed toward community betterment, the report of a composite school in action by George E. Sexsmith is especially timely. Mr. T. A. McMas-

ter, a graduate of our Faculty and present General Secretary of the Manitoba Teachers' Society, pierces right to the heart of a problem which has been exercising many minds, and suggests a subject of research which may aid in its solution.

From Mr. A. W. Muldrew, President of the Alumni, we learn with gratification of the plans of that Association. He outlines a project deserving of support from every one of us. The activities of the First Year are reported by Miss W. McLean and Miss W. Polson. We look forward to increasing and happy association with these newest members of our family.

The Summer Session of 1946 made a happy choice of President in George W. Chidley. His presidential message exemplifies the ability with which he filled his position. Reports of our able and energetic convenors of the Social and Sports Committees, Mrs. E. Fallis and Mr. Harry Itzkow, recall pleasant interludes in the summer's studies. For those who were unable to be present at the banquet, President Trueman's address on that occasion has been reproduced in abbreviated form. Limitations of space make its impossible to include the report of our Secretary, Miss Marion Lecuyer, and the addresses and research subjects of Summer Session students.

Your committees desire to express their appreciation for the fine response of all the contributors to this issue. We are keenly aware, too, of our debt to Dean Woods and to Dr. Stein, who have lifted so much of the burden from our shoulders. We trust the new format will meet with your approval. Your suggestions at this time may serve to guide future staffs.

Class of Summer Session, 1946

GEORGE W. CHIDLEY, B.A., B.Ed., *President*

I WOULD like to send my greetings to those with whom I studied during the past Summer School session. The association and contacts were many and pleasant. On behalf of the student association I would like to express our greetings and respects to Dr. Trueman, whom we had the pleasure of meeting at our banquet, and to Dean D. S. Woods, Dr. Frogner, and Dr. H. L. Stein. To Dr. Frogner, who has left for duties elsewhere, we extend best wishes for continued success in her work. To Dr. Stein, newly appointed to the Faculty staff, we extend our best welcome, and an assurance of co-operation on the part of the student association in any way he may find helpful. We wish to congratulate those of our ranks who during the past year achieved the penultimate degree, our M. Ed's. Finally, we greet our fellow-students of the regular university session, and wish them every success, in training and afterwards.

During our 1946 session a few new things were added. We, the men-students at least, found a recreation room in the Education building, and made full use of its facilities. We hope that the agricultural students did not mind our intrusion. This year an old custom was revived and a photograph taken of staff and students. New activities sponsored by the sports committee included cribbage and ping-pong. These are rather small fry in the recreational realm, and we hope we did not lose face by introducing them. The idea was to organize a variety of activities sufficient to include everyone. Extra-curricular activities are quite as valuable in a university summer school as in an elementary or high school. I might perhaps make the point clear by the analogy that study resembles certain chemical reagents which are made more potent by dilution.

It has been a custom of past presidents of the student association to peer into the educational welter and present an analysis of trends and tendencies. The present incumbent, however, finds that wisdom does not come for

beckoning. Accordingly what follows is offered as a view rather than as an analysis or prognostication. A commonly observed paradox of our scientific age is the contradiction of an increasing technical knowledge of the expert on the one hand with a decreasing knowledge of skill of the operator on the other. The complexity of modern society, whether in industrial, educational, political or other spheres, tends to create a rift between those who control or govern, and those in the lower executive ranks, who, incidentally, constitute a social majority. For its own defence society must attempt to bridge the gap, if a stable society is to be preserved. The burden on the schools grows greater. Fortunately, the increasing productive powers of modern industry favor longer education for the individual. Fewer individuals are needed in industry. This means a greater teaching personnel possible for our schools, and a longer period of education for youth.

There may be a necessary revision of our concept of education. Commonly we have thought of it as that period during which we went continuously to some institute. Actually all activity is educative. Recognition of this is made in the adult education movement. The Danish Volksschule encourages school attendance at an age of greater mental maturity, and after an absence from the earlier educational scheme. We know that much of what is attempted in social studies at an early age in our schools, could no doubt be better assimilated at a later age. This same tendency to prolong education is observed in a growing tendency to extend the period of compulsory school attendance. High school attendance has increased, without compulsion, enormously during the last 20 years. All this points, I believe, to a growing social recognition of the need of a higher general level of education. In this extended education, stress is laid more and more on social education—history, geography, civics and economics. A danger is apparent in the too early pre-

paration for a vocation, since this can be achieved only at the expense of the social studies. This need for prolonging and extending education is only dimly conceived as yet, but it must be consciously and conscientiously carried

out, to save democracy and to oppose any tendency to bureaucratic or technocratic social domination. The stratified society envisioned by Plato has become a possibility. It must not become a reality.

Presidential Message – The Education Alumni

A. W. MULDREW, B.A., B.Ed.

ON behalf of the Alumni of the Faculty of Education I am pleased to have this opportunity of writing a brief message to the Bulletin for 1946. We appreciate the Bulletin as a means of keeping in touch with one another and with the faculty.

Great changes, scientific and political, have been taking place and continue to take place in this world of ours. It is not surprising that Education remains in a state of flux and that often we do not seem to know where we are going. We are fortunate here in Manitoba to have a Faculty of Education where an ever-increasing number of our teachers receive a sound training in educational principles which will enable them to help their pupils to adjust

themselves to this changing world. While realizing the need for self-expression, security and social adjustment, they will at the same time have their pupils discover a meaning and idealism in life.

Members of the Alumni of the faculty are glad to note the renewed activity of the University Alumni and appreciate the opportunity of again affiliating with them. We are also glad to be able to assist in some ways our own faculty which, we feel, plays so important a role in our University.

I trust that we, the faculty graduates, will not fail to become active Alumni members and continue to bring a wholesome influence to Canadian Education.

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The Faculty and Graduate Training for the Grade Teacher

D. S. WOODS, M.A., Ph.D., *Dean of the Faculty of Education.*

ON THE organization of Education as a faculty within the university in September 1935, those teachers within the Province of Manitoba, who held professional degrees, numbered less than one dozen. It seems tragic that such could be said of the oldest of all professions and one rendering a service second only to that of government. The reasons are apparent. Traditionally the work of the teacher had been regarded as a missionary enterprise of goodwill rather than one based on child science as well as human sympathy. Research, experimentation and a fuller realization of the learning variabilities of individuals is but arriving at the place of general acceptance within the profession itself. Reliance upon the theory that knowledge of academic content only, regardless of the much more difficult problem of knowing the learner, is with us still and general acceptance of the dual responsibility of the teacher for knowing is of recent date. Add to all this the unavailability of research and graduate study at the higher professional level in times of economic depression and you have a tendency to fail to sense a need, and hesitancy to make the financial sacrifice which a meagre salary forbade.

The faculty undertook to bring to the profession at a minimum cost all that the science of education had achieved and would continue to achieve. Considering the short period of its existence, the nature of the economic situation, and of the ground to be broken it has done rather well and response within the profession has risen steadily. There have been graduated in the Bachelor's degree 124, and in the Master's degree 38. As indicated elsewhere in this bulletin the service has been extended over a wide area. Not all graduates—now resident in the larger urban centres—obtained the professional degrees while teaching therein; in fact, to date, the professional degree would appear to have been a means to promotion. The vast majority of

those taking graduate courses have been teachers at the secondary school levels or those in administrative or supervisory positions. Since the close of the war the enrolment in both Diploma and Degree years has risen rapidly; that of the Diploma year is almost back to normal, that of Degree years quite beyond pre-war times. It is significant to note the increase in the number enrolling in graduate study who teach in elementary and junior high school grades. It is also significant to note the effect upon enrolment in graduate study of intra-mural classes, morning, late afternoon and evening from the metropolitan Winnipeg area.

Increasing Enrolment

I. Computation of attendance on the bases of the Summer Session of 1945, Autumn and Winter Degree Session of 1945-1946, and Diploma Year of 1945-1946.

Degree Courses, Summer Session 1945	39
Degree Courses, Autumn and Winter Session 1945-1946.....	60
Diploma Year	24
	123
Less duplicates	3
	120
In Master's study but not in attendance	8
	—
Grand Total	128

II. Computation of attendance on the bases of the Summer Session of 1946, Autumn and Winter Degree Sessions of 1945-1946, and Diploma Year of 1945-1946.

Degree Courses, Summer Session 1946	62
Degree Courses, Autumn and Winter Sessions 1945-1946.....	60
Diploma Year	24
	146
Less Duplicates	6
	140

In Master's study but not in attendance	8
Grand Total	148

The need for a professional degree, more applicable to the work of the grade teacher, is apparent. Emphasis upon training for the secondary school is on content plus extended professional training added thereto in the Diploma and Degree years. Special recognition is now given the Honours degree in Arts and Science and that is all to the good for secondary school teaching. However, there is a very considerable number of grade teachers and elementary school principals who are more concerned with graduate, professional study by way of a degree in Education than by way of academic courses to the degree level. We may extend our enthusiasm concerning the born teacher to the limit and beyond but the growing science of how children learn has completely repudiated any contention that enthusiasm, sympathy and personal qualities of leadership alone can solve the problems of retardation, mental ill-health, or the growth of ability in mastering the abstract working tools, reading and arithmetic. Why do so many pupils continue even to the university level unable to read well and to calculate and reason accurately in number? You can attribute it to lack of further professional training at the graduate level more than to any other single factor. Routine and drill do not solve the learning problems of the individual. Neither does routine teaching experience, which tends to rut, build up an adequate science of the adjustment of training to the learning problems of the individual. The teacher must continue as a graduate student in his profession. The faculty curriculum is organized to meet this challenge. The acquiring of such a degree would be voluntary and without compulsion. The gain to professional status is evident and it is important that we should be on our way distributing professionally trained degree teachers across the grades.

There is a problem confronting any prospective teacher who completes a professional degree of the nature suggested herein—she may desire at a

future date to complete the Arts or an equivalent degree. Course requirements for the professional degree in both Alberta and Saskatchewan are such that a further year of academic training would qualify for the Bachelor of Arts or Bachelor of Science degree. That door should remain open and not too far removed from possible attainment. There would be definite gain to professional outlook and status through the extension of academic training in English, the Social Studies, Music and the fine arts to at least the third university year. These added gains should be coveted for an increasing number of the teachers of the grades. There is a need for some measure of extension downward of the cultural outlook as there is for increased emphasis upon more intensive study in those subjects which are taught at the high school level.

This does not suggest complete provisions by way of compulsory training parallel to those undertaken already by the provinces of Saskatchewan and Alberta and now advocated by the British Columbia Teachers' Federation. It applies rather to those experienced teachers in the grades who have chosen that as a career and are desirous of improving their professional efficiency and professional position.

As early as 1899, John Dewey, speaking for the United States commented on the isolated position of teacher training as follows:

"They are isolated from the higher subject matter of scholarship, since, upon the whole, their object has been to train persons how to teach rather than what to teach; while, if we go to the college, we find the other half of this isolation—learning what to teach, with almost a contempt for methods of teaching."

Dr. C. H. Judd of the University of Chicago re-opened this question in 1933, even after the wide-spread development of isolated teachers' colleges. His point of emphasis may be observed by comparisons made with other professional institutions, to quote:

"Hospitals connected with medical colleges are now in the forefront of medical science. Some such position of prestige will have to be attained by teacher-training institutions. These

institutions should be equipped with such superior staffs that committees will come to recognize the leadership which they supply as a guaranty of the highest type of education for the pupils in their common schools."

To meet the problem of supply and the brevity of tenure on the part of so many ladies entering the profession we shall have to retain the initial training, based upon a Grade XII entrance requirement for some time. But for those who choose the profession

as a life career emphasis upon clinical procedures and other types of graduate professional study will enrich teaching at the level of the grades and add significantly to the status of the profession.

Staff members and students of the Faculty of Education take this opportunity to tender greetings and best wishes for the future to the staff and student body of the Provincial Normal School on the occasion of this first term in their magnificent new residential home in Tuxedo.

To The Alumni

ASSISTANT PROFESSOR ELLEN M. FROGNER, B.Sc., Ph.D.

I AM glad to have this opportunity before returning to the English Department of the Chicago Teachers' College to express to you a deeply felt "thank-you" for your cordiality during my three years here and also a sincere hope for your success. To those of you who have been in my classes, I should like to say that it was truly a pleasure to have you there.

In leave-taking, we usually find ourselves repeating or summarizing what we have expressed before. Some of us this summer have been talking about qualities to look for in judging literature for young people. Among other standards, it is worthwhile, I believe, to consider those suggested in a newly published bulletin called "The Emerging English Curriculum." Dr. Pollack of New York University says there that good literature for young people should demonstrate "a belief in the worth and inherent dignity of the individual," "a belief that the highest development of human personality comes not through egotistic aggrandizement but through dedicating oneself to the social, intellectual, and spiritual service of humanity," and "a belief that life is essentially good and should be faced with hope and courage as a high adventure."

Might not any school also be judged by the extent to which such beliefs are translated into action? In September of 1943, I found in the current issue of the *Journal of the National Educa-*

tional Association a statement which was very satisfying to me in its description of "A Good School." If everywhere we could make the investment in the future described in this article, then everywhere schools would be making an outstanding contribution to the peace and security of individuals and nations. The trend of the article is that "a good school is a place where you do more than cultivate good habits, develop initiative, and get a sound education." To quote:

"IT IS A PLACE WHERE

—there is sane and balanced control. Neither regimentation nor unrestrained freedom is present.

—administrators, teachers, and pupils have confidence in each other—and as a result trust each other instead of being suspicious of each other's motives and acts.

—there is respect for each other's rights and differences and no one tries to domineer and dictate.

—everyone is given responsibility and held accountable for results. Everyone works instead of making excuses.

—as a result of this attitude and type of control, there is genuine co-operation, teamwork, and respect for the other fellow's welfare. Selfishness is not tolerated. The individual learns that he advances his own interests by contributing to the success of all.

"IT IS A PLACE WHERE

—questions are raised and freely dis-

cussed under expert guidance because all realize there is nothing sacred about the status quo. In fact, there isn't such a thing. Everything is rapidly changing. It is a tragedy to become satisfied with ourselves.

—there is a continuous effort to discover the truth and a will to be guided by it.

—pupils learn to think by getting the facts, analyzing them for prejudice and bias, forming conclusions based on the facts.

—youth learns to differ without being bitter, antagonistic, or abusive.

—youngsters learn the democratic processes of debate and compromise.

"IT IS A PLACE WHERE

—there is freedom from fear because all realize that honest purposes can be defended with logic and truth.

—resorting to deception and misrepresentation is not tolerated by the group.

—people learn to face any situation with confidence and the knowledge that right has power on its side.

—people learn to be fair and just and practice treating the other fellow the way they like to be treated.

—there is no defeatism. There is always a way out though it may require patience and sacrifice.

—everyone is secure — not to the extent that he becomes weak, coddled, and protected—but to the extent that he becomes a well co-ordinated, strong, balanced personality working to the maximum of his efficiency and making his maximum contribution. That is real life."

Counselling in Action

ASSOCIATE PROFESSOR HARRY L. STEIN, M.A., Ph.D.

THE following is a description of the counselling program of the Daniel McIntyre Collegiate Institute, one of Winnipeg's largest high schools. It represents the contribution of one department of the school to put into practice the fundamental philosophy of the school, which may be briefly stated as "meeting the needs of the individual student within the limits of the physical facilities, staff, and equipment of the schools."

It should be clearly understood that this account is not given as a model for all or any schools to follow. The staff of the school is fully aware of its shortcomings and has endeavoured to build up the program from a small beginning, over a period of years. In a large school the procedure must be constantly revised and adapted to meet changing needs. The program cannot remain static, if it is to keep up with the ever-increasing demands for the services provided.

The general plan of the counselling program embraces practically every member of the staff. The counsellor-in-chief is the school's principal, since he, in consultation with his staff

advisers, is the policy-maker for the school.

An important feature of the program is that each home-room teacher is the primary counsellor for his or her own class. The home-room teacher is responsible for considering the individual problems of each member of the class. Among these problems may be course changes, subject difficulties, administrative problems of attendance, illness, and discipline, and personal problems. When the problem is such that the home-room teacher feels the need of specialized counselling service he has recourse to either the principal or the special counselling staff.

In the D.M.C.I. there are four members of the staff, two men and two lady teachers, who are assigned time for specialized counselling. The duties of this group include the administration of the testing program, one or more routine interviews with each pupil in the school, special referrals from home-room teachers and the principal; special vocational interviews; liaison with the child guidance clinic, the visiting teacher, and parents; the maintenance of special personnel records; vocational

placement service, through liaison with the National Employment Service, and directly with firms applying for personnel.

Since the reader is likely to be interested in the functions of the Special Counselling group, a more detailed description of their work and techniques is in order.

1. *The Testing Program*—At some time during the first two weeks of the school year, there is administered to every student in the tenth grade in the Winnipeg schools the American Council on Education Psychological Examination. This examination produces three scores, expressed in percentile ranks based on about four thousand students each year. These three scores are (a) an L-score, which is a measure of linguistic ability, (b) a Q-score, which is a measure of quantitative ability, and (c) a T-score which is a measure of general intelligence. These scores are recorded on the student's individual record card in the school office and on the personnel record folder kept in the counselling department. In cases where there is doubt as to the validity of the scores, another form of the same test may be administered, or some other test, such as the Dominion Intelligence Test, Advanced Form, may be given.

Early in the year, each student fills in a personal inventory form. The form most generally used in Winnipeg is the *V.G.C. personal inventory blank which is filed along with the V.G.C. cumulative record folder for each student. These records are kept in the Counselling Department. The V.G.C. cumulative record folder is filled out by each grade ten student and is re-filled by class at the beginning of each year through Grade XII.

In the Counselling Department there are available a number of other tests which are used only as the need arises. Among these tests are the Schorling - Clark - Potter Arithmetic test, a number of reading and vocabulary tests, and the Kuder Preference record, which is a vocational interest inventory. Various specific aptitude tests are available through the School Board office. Among these are tests

of mechanical and clerical aptitude, together with specialized test services available through the Child Guidance Clinic. The Stanford-Binet test may be administered by a psychometrist through the Clinic.

2. *Routine Interviews*—Each student in the school is scheduled at least once each year for a routine interview by one of the counsellors. The classes are distributed evenly among the counsellors by grade and sex. When a class is scheduled for its individual interviews, the counsellor, in consultation with the home-room teacher or the class secretary sets up a schedule for the students to correspond with the counsellor's interviewing time. The counsellor can usually interview two students in a forty minute period.

A standard form is used to summon the student for the interview. This form is in two parts, one of which is sent to the teacher of the class from whose period the student will be absent. If the interview clashes with the plans of the teacher, another appointment is made.

The routine interviews have a definite purpose and the counsellors make the necessary preparations for them. Before the interview the counsellor studies the student's cumulative record, and office record, together with any personal data in the folder. The reports of previous interviews also may be in the folder. If there has been a previous problem in the case the counsellor is aware of it. A study of the records should indicate whether or not problems are likely to present themselves.

In the D.M.C.I. counselling program routine interviews of tenth grade students are usually confined to educational guidance. When the student appears he is tactfully questioned as to the progress he is making, his study habits, his out-of-school work, whether or not he likes his courses, what difficulties he is encountering, if any, what are his plans and ambitions for the future and so on. The objective of the interview is to determine whether or not any serious problems exist from an educational, or even a personal, standpoint, to isolate the problems, and to suggest a tentative remedial program. In the case of serious problems, it may be necessary for the counsellor

* Vocational Guidance Centre, 57 Bloor St., Toronto.

to consult the home-room teacher, the subject teacher, the parents, or the principal. All administrative aspects of any problem are routed through the principal.

In the eleventh and twelfth grades, the primary object of the interview is vocational, except in the case of students who are definitely planning further education. In these latter cases an attempt is made to rationalize their plans and to suggest methods of self-analysis of the validity of the plans. Calendars of a large number of colleges and universities are available in the counselling department and inquiries regarding further avenues of educational progress can be answered readily. The counselling department has also a set of cards showing the training requirements and qualifications for all the professions and many of the skilled trades. Sources of further education are, of course, not restricted to colleges and universities. Business courses, trade schools, apprenticeships and the like are also considered as possible sources of further education.

The routine interviews form a large part of the counsellor's scheduled time and adequate preparations must be made for them. The interview must be skillfully handled, and the necessary follow-up work carried out if the interviewing program is to be worth the time spent on it.

3. *Special referrals from home-room teachers, subject teachers, visiting teachers, and the principal.*

A considerable portion of the counsellor's time is devoted to attending to special referrals. The home-room teachers are provided with a form for this purpose. On the form is stated the name of the student, the reason for referral, what action has been taken, etc., and the name of the referring individual. The counsellor's work in cases of this kind is to gather together all the pertinent information from all available sources, consult all the persons involved and to attempt to reach a solution for the problem. This may involve a more or less complete case study, or it may simply mean routing the individual referred to the person or persons who can give him the assistance he requires.

Very often students themselves call for special interviews, without being referred by some other agency. In cases of this kind, time must be taken to schedule the interview and make the necessary preparations for it.

4. *Special vocational interviews.*

Among the interviews called for by the students are special vocational interviews. These may occur, (a) in connection with counselling in course selection, or change, or (b) in cases where the student desires to leave school for any reason, to go to work.

5. *Liaison with Child Guidance Clinic and visiting teachers.*

In cases of serious maladjustment it happens occasionally that the services of the Child Guidance Clinic are requested. For the counsellor this entails the assembling of pertinent data for the clinic and the presentation of this data on behalf of the school at the staffing of the case by the clinic. This is usually followed by a request on the part of the clinic, to convey its recommendations to the school or other persons concerned and to assist in carrying out the recommendations of the clinic.

6. *Placement Services.*

At odd times during the year but in the main during the closing weeks of the term, a considerable part of the counsellor's time is taken up with vocational placement. In this work a routinized procedure has been established.

In the first place, the counsellors have direct contact with the National Employment Service, and students seeking employment may be referred to this agency. Again, many employers make direct contact with the school, indicating the nature of the work and the type of applicant required. In the latter case, the procedure for obtaining applicants may be, (a) a request to home-room teachers or definite departments such as the commercial or industrial arts for nominations; (b) a notice may be posted on the bulletin board, inviting applications; (c) the counsellors may peruse their personnel files for likely applicants.

The counsellors, after selecting one or more applicants, fill out a special form, used by all schools sending student data to employers, and send this

form directly to the employer or to the Employment Service. The form contains data regarding course taken, grade completed or in progress, school achievement, personality rating, intelligence rating, vocational aptitudes and interest, work experience, and general remarks.

The special counsellors are not responsible for the administration of disciplinary measures. When disciplinary cases are referred, their duty is to assemble information and submit it to the responsible persons. In other words, the counsellors' function is advisory rather than administrative as far as cases of this kind are concerned. Their duty is to uncover facts which will

assist the administrative authority in making the decisions necessary for a solution of the problem.

The D.M.C.I. counsellors have attempted to adhere to the principle that the objective of counselling is self-guidance. They assist the student in analysing his own situation in order that he may comprehend the situation and thus make an intelligent decision as regards his own course of action. It is the counsellors' function not to tell the student what to do, but to help him see the facts in such a manner that he may be able to chart his course accordingly. The onus of any subsequent action rests upon the student.

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Faculty Research and Teacher Problems

T. A. McMASTER, B.A., M.Ed., *General Secretary, M.T.S.*

AS your editorial staff placed no restriction on this article other than that it should be of interest to graduate teachers, perhaps I may be permitted to indicate a few of the problems which are continually being drawn to the attention of the Manitoba Teachers' Society and to suggest how graduate teachers might extend the field of their present research studies.

We, who are teachers, are convinced that the education of our children is one of the most important functions of democratic society. We are convinced, also, that the system of education which is predominant in any one generation will affect, not only the standards of living and the degree of culture attained by the present generation, but also that it will affect the standards of living and culture of succeeding generations, even those of the next hundred years. Perhaps our premise may be wrong, but if Education *does* affect a person's character in *any* way at all, then the laws of heredity will support our statement that the innate tendencies of succeeding generations will be affected by those character changes.

If we are convinced that Education is of paramount importance to Society in its struggle for survival; if we are aware of the necessity of having our children taught by adequately trained personnel; if we are aware also of the alarmingly low enrolments in our teacher-training institutions coupled with the equally alarming number of withdrawals from the teaching profession, then surely we must use whatever talents and skills we possess to divert the present trend into other socially desirable channels?

If the present proclivity of employing immature, untrained, unqualified and uncertified teachers be continued, can we expect that the children taught by those teachers will develop their utmost potentialities? Can we expect them to enter the competitive world of agriculture, commerce, industry and the professions with the ability to adjust themselves to ever-changing life

situations in the same manner as children who have been taught by well-trained, experienced teachers? Isn't there a danger that, in this very generation, our standards of living will be lowered by our standards of education? Isn't there also a danger that, by "keeping the schools open," we are aggravating the evil rather than remedying it and that the state of our society in each generation will become progressively worse?

If we take the long-range view of Education we should realize that the prosperity of a country varies directly with its standards of education, as the standards of education directly influence the standard of living. Obviously, the continued task of adequate educational facilities in any one locality will result in a shortage of trained workers, or at least workers not sufficiently adaptable to compete or to live successfully. A shortage of trained workers will result in the limitation of the production and consumption of higher-standard goods which, in turn, will inevitably limit the purchasing and bargaining power of the individual and of the nation. Higher standards of education, higher standards of culture and national prosperity go hand in hand. So also do lower standards and national poverty. If we are as socially-minded as teachers are presumed to be, then we ought to draw the attention of the public to the factors which militate against the future welfare of society and to the deterioration and disaster to which our myopic educational policy is driving us.

But what *are* the factors which militate against Education? What are the factors which deter our young people from entering the teaching profession? What other factors are there which discourage so many of our colleagues, causing them to seek employment in other lines of endeavor more satisfying financially but probably of less importance to the present and future welfare of society? I don't really know. Do you? We can all *guess* at what they are because we have heard

so much about them. But the stories we hear are the same stories which the public receives as hearsay. This hearsay is neither objective nor authoritative and consequently it makes little or no impression on the public mind.

Teachers generally are dissatisfied with the salaries they receive. They are reputed to be paid much lower salaries than are other citizens with a comparable period of preparation and educational achievement. If this is an important factor, have we a scientific study available in this province which will show a true and comparative picture to the public? The Citizens Federal Committee on Education, organized in the United States, spoke out recently on behalf of the public school teacher. This group has decided to sponsor a series of reports, "The Teacher in America" to be issued in 1947. "The mass teacher exodus," said the Chairman of the Committee, "is understandable because of inadequate teachers' salaries and the lack of public esteem."

Many rural teachers are reputed to live under conditions which are little short of primitive. We hear that this is one of the major factors accounting for the frequent migration from school to school. We hear also that every complete turnover in teachers means a new educational program and that a new corps of teachers each year cannot possibly work out any connected or coherent plan of education. Have we any studies to prove to the public that educational and other standards of living suffer by this constant migration?

Teachers tell us that they are looked upon as a race apart and that, as a result, their social life is an unenviable one. This factor may be of too subjective a nature to permit of objective data being secured. On the other hand, if it exists, it may be capable of being measured and its deterrent influence drawn to public attention.

Are there progressive trends in other communities and provinces which might be compared side by side with regressive trends in our own province in the hope that the present situation may be evaluated in its proper relation to the optimum situation? Take, for example, the matter of teacher-training. It has been stated that if

our teachers were all university graduates, professional people in the commonly accepted sense of the term, the public would be more inclined to pay higher salaries and to accord teachers a much higher social status. Are there any studies to prove that such a desirable situation might be expected to pave the way for more generous social and financial treatment to the teachers of Manitoba?

We hear that rural salary schedules are necessary if we are to retain our best teachers long enough in the smaller schools, even in the one-room schools, to make a worth-while contribution to the education of the community. Such schedules have been adopted throughout other provinces. What are the results?

Can the public pay more for Education even if it were aware of the prevailing trend? Is the tax on real-estate the only method whereby Education can be financed or are we so hide-bound by tradition that no efforts have been made to investigate the possibilities of other sources of revenue? Are there fields of taxation being tapped in other provinces or in other places which might profitably be tapped in Manitoba?

Our motives in these suggested investigations may be immediately suspected. We may be accused of being more interested in salaries and other mundane matters than we are in the practice of our profession. Be that as it may, the supply of adequately trained and reasonably satisfied teachers is a prime requisite for the success of any system of Education. Our advanced studies in other fields of Educational Research will avail us little if we are faced with a progressively dwindling number of competent teachers and an equally alarming number of permit teachers, recruited to "keep the schools open," to heal the outside scar-tissue while the wound continues to fester beneath the surface.

As in other fields of endeavour, particularly in Medicine, the cold light of critical research may well isolate the detrimental practices which prevent progress and, having exposed them, may suggest other proven practices which will achieve the desired results.

As teachers, our interest in the future

of Education is much greater and more lasting than is our interest in salaries, pensions, security of tenure and teaching conditions in general. It is that very interest which prompts the suggestion that research workers might profitably focus their talents on the roots of the troubles which beset our profession. The professional organizations could then draw the objective findings to the attention of the public by every means possible.

We believe that the public's lethargy

is not the result of apathy, but rather the result of its not being sufficiently well-informed and consequently unaware of where Society is heading. There is a wide field of research to be done which can be used to social advantage. You, graduate teachers, are probably the only people who may be interested in attempting it and who are capable of doing it. Will you give the matter your earnest consideration when you are planning your future research studies?

The Saskatoon Technical Collegiate

GEO. SEXSMITH, B.A., B.Ed., Saskatoon

CITIES and towns from coast to coast are planning community centres. Some have been built, others are started, but many are only in the discussion stage. This discussion stage usually brings up the question of the more adequate use of school buildings for community purposes. The traditional school does not lend itself to extensive community use but many communities are considering the establishment of composite schools. These schools with shops, auditoria, and gymnasias should serve the additional purposes of community centres. The Saskatoon Technical Collegiate is a school of this type and this short article indicates some ways in which it serves the community.

The first week in September the school opens its doors to over eight hundred students, but the first week of October sees a larger influx — about one thousand adults register for night classes. These people come to the school one night a week for two hours. Why do they come? There are many reasons. Some come to improve their academic standing—some to fit themselves for promotion—some to learn a new occupation—some to brush up on fading skills — some for recreational purposes. Whatever the reason, all come with an enthusiasm seldom seen in day students, and at the end of the course are thrilled with a sense of accomplishment.

The courses are so varied and numerous that practically everyone can find

one to suit his needs or interests. The most popular courses are woodworking and dressmaking. Classes in these are held every evening, some afternoons and Saturday mornings—and some people cannot be accommodated. Typing enrolls about 150. Welding (with a higher fee) has to turn people away because of lack of space and equipment. Three grade twelve subjects are offered each year. There are classes in motor mechanics, machine shop, electricity, photography, weaving, photo-tinting, wood carving, leather work, telegraphy, shorthand, bookkeeping, and many other subjects.

Altogether there are 61 classes in 30 subjects, which require the services of 34 instructors. These instructors are drawn from all parts of the community. Many of them are teachers, but there are many others, experts in a particular field, who are willing to share their talents.

In April of each year, the night classes put on in the school auditorium a display of the work done. The woodworking section displays furniture of all kinds—better than one could buy and much more valuable to the owner. The photo-tinting, art and interior decorating displays hold the attention of all visitors. The leather-working class shows purses, wallets, book ends, and so forth, which no money could buy. The shops turn out equally fine work. This display never fails to draw the admiration of the visitors who

crowd the auditorium from seven to ten for three evenings. The dress-making classes stage a fashion show one afternoon and evening during the same week. Made-overs and new garments are modeled by those who made them or those for whom they were made.

This display of handiwork, most of it professional in appearance, has a stimulating effect on the community as well as on individuals. Individuals gain prestige and confidence by the production of some article which amazes even themselves. Others feel the thrill of success which comes from a job well done — an electric motor which runs after re-winding, a well-typed letter, and so forth. The Technical School is known throughout the city for its very successful night school.

Though night classes are probably the greatest community service to the citizens, the service does not end there. Hardly a week passes without at least one large meeting in the auditorium. Several organizations have the use of classrooms for regular meetings. Handicraft classes from the Y.W.C.A., which

grew too large, have found a new home in the Technical School. The auditorium, which also serves as a gymnasium, is used on certain nights each week by the City Basketball League.

The Saskatoon Technical Collegiate is a very busy place during the winter months when indoor activities are the vogue. The school board and the principal of this school believe that the better the school serves the community the more the community will appreciate its value.

No organization is refused space if such can possibly be provided. This year a timetable change was made to accommodate a city-wide women's group which wished to meet in a classroom at 3 o'clock.

Where composite schools are being considered their ability to serve the community should be kept in mind. Such schools are valuable to the students, but it is just as important to make all their facilities available to the community. Composite schools will draw the support and enthusiasm of the community in proportion to the service rendered.

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Recreation at the Summer Session, 1946

HARRY ITZKOW, B.A.

EARLY in August, Dr. D. S. Woods appointed a Commission of One, with Dr. Harry Stein as chairman, to investigate the play activities of the Summer School students in Education. Although the report has not been published, reliable and valid sources state that high circles are greatly disturbed by the subterranean conspiracies unearthed. Without doubt, educationists throughout the world will be seriously affected.

A few facts may help to clarify the now obscure picture. A week or so after the beginning of the session, elections were held for the various executive posts. The misguided hoi poloi elected Harry Itzkow to head the Dept. of Recreation and Fun, with John Menzies and Steve Harvey as assistants. Immediately their activities began.

It was decided, quite despotically, to hold competitions in cribbage, tennis, ping pong, and lawn bowling.

At once the majority of students plunged into action. Varied and loud were the shouts which issued from the lawn bowling court beside the Engineering Building. Fortunately for the Engineers, the games were played during the lunch hour. When the smoke of battle had cleared, George Chidley stood triumphant, his ruddy countenance beaming upon the members of his team who had tried so valiantly to sabotage his efforts. The fallen foe, George Sexsmith, hobbled

away, muttering that he'd be back next year with reinforcements. Beware of the Saskatchewan invasion, all ye loyal Manitobans! In the consolation, A. B. Haigh repelled all subversive elements.

Such mysterious utterances as "15, two, four, a pair is six, your crib, my crib," were heard from the common room all hours of the day; but it was impossible to decipher the code until Eva Fallis revealed the key word by solving Bob Dalton's method. This was the first time in the history of the University (founded in 1877) that a woman had won the laurel wreath in cribbage.

Could there have been some deep hidden motive which made Gordon Leckie and H. W. Stevenson play in a torrential rain? Although the former gained the upper hand, it is rumored that the Commission will seek to clarify the damp circumstances.

Undoubtedly the secret x-y and x/y strokes must have been known to the Minister of Recreation, for not otherwise could he have defeated Gordon Leckie, his opponent in the ping pong tournament. Heroically Leckie fought back, but at last succumbed.

Not 'til the Summer School banquet were suspicions aroused. Then the question was put: "How did Chidley, president; Fallis, social convenor; and Itzkow, sports convenor, manage to win the awards?" The truth will out when the report is published. We are waiting.

The Banquet, Summer Session, 1946

MRS. E. FALLIS, B.A.

IF I have as much trouble with my term papers as I have had with this report, I can expect to get my B.Ed. some time in the decade after next. It's that Simon Maguire Legree who makes it so difficult. At first, when he handed it back with a "Repeat" notice, I believed I'd slipped up in my grammar—pardon me, vitalized English. Knowing and bewailing my tendency to always split infinitives, I wasn't surprised, only

deeply grieved. But then this bureaucrat demands that I be funny-light-humorous. How can one be funny between Manual Dexterity Tests and Dewey Decimal Classifications? Or light between the close of hostilities June 30th, and the re-opening of same in August? And in the brief moment between catching up on one's social obligations at the Cave and playing tennis, there isn't really time to be humorous.

As for being social convenor, it ain't funny, McGee. There are two nice things about it. One, the social affairs during the summer are limited to that number, and, two, said official can choose the banquet menu.

It was chosen and the guests assembled in Moore's on Thursday, August 8th. Covers were laid for sixty-seven, and some one near me remarked that there were enough round figures present to make seventy. Could he have been looking at yours truly? Many thanks go to Mr. Harvey, for opening proceedings in the approved manner.

Mr. Chidley made an admirable Master of Ceremonies. Elphinstone is indeed fortunate. After chicken, deep apple pie and *et ceteras*, we really got down to the business of the banquet.

Miss Lecuyer had the honor of presenting the sports prizes. As Chidley had already mentioned all the members of the executive, it was obvious to every hearer that Miss Lecuyer's list of winners duplicated the list of members. But natch, Gloria! Only the executive didn't intend to give the matter so much publicity.

W. H. Lucow, the news sleuth, was

on hand with his pen and seeing eye. Sorry, the pictures didn't bear printing, but the story got about.

Dr. Woods introduced the guest speaker. Our Dean was glad of an opportunity to address the students as a body. He must feel elated when he sees how his venture has grown; this year there is a record attendance in the Faculty of Education Summer Session. Dr. Woods also gave us a brief resume of Dr. Trueman's work previous to his association with Manitoba "U".

We were interested in seeing and hearing our President. He is a forceful, impressive speaker; his voice and delivery are excellent; and his message was an inspiration to us. For many of us, it was a first opportunity to meet the President in an intimate group.

We regretted that Mrs. Trueman could not accompany her husband, but we welcomed the presence of Mrs. Woods, Dr. Frogner, Mrs. Allardyce, and Dr. Stein as guests.

The "King" closed an evening enjoyed by everyone except the absent-minded prof. (name on request) who, with his wife, turned up at the banquet the night before it was held.

The Summer Session Enrolment, 1946

Student Executive

GRADUATE SUMMER SESSION, 1946

President	George W. Chidley
Secretary.....	Marion Lecuyer
Social Committee.....	Mrs. E. Fallis, Convenor
Sports Committee.....	Harry Itzkow,.... Convenor
Editorial Committee.....	Edward M. Maguire, Convenor

GRADUATE STUDENTS OF SUMMER SESSION, 1946

An unprecedented number of graduate students undertook one or more of the courses offered during the summer session of 1946. The largest enrolment was for the course in Guidance and Personnel Services in Secondary and Further Education. Other courses included Elementary Educational Statistics, The School Library, and Admin-

istration and Supervision of Rural Schools.

Alpert, Morris A., B.A.
 Bachinski, Carl, B.A.
 Baker, Laura D., B.A.
 Barber, Ruth E., B.A.
 Bleau, Sister A.
 Butterworth, E., B.Sc.
 Barrick, J. B., B.Sc.
 Campbell, B. A., B.A.
 Chidley, Geo. W., B.A.
 Clark, J. M., B.Sc.
 Cusack, D. L., B.A.
 Cutforth, W. W., B.A.
 Dalton, R. W., B.A.
 Davidson, Esther, B.A.
 Dickson, Irene J., B.A.
 Downie, D. A., B.Sc.
 Doxsee, J. E. R., B.A.
 Dyker, William L., B.Sc.
 Fallis, Mrs. E., B.A.
 Farler, Alberta, B.A.
 Faulkner, Patricia, B.A.
 Finnegan, Norman O., B.Sc., B.Ed.

Friesen, J. H., B.A.
 Friesen, Wm., B.A.
 Fryer, Vera J., B.A.
 Funk, Peter H., B.A.
 Guest, Henry H., B.A., B.Ed.
 Griffiths, Chris., B.A.
 Haigh, A. B., B.A.
 Harvey, S. S., B.A.
 Itzkow, Harry, B.A.
 Joslyn, J. C., B.A.
 Labossiere, L. R., B.A.
 Leckie, G. W., B.A.
 Lecuyer, Marion, B.A.
 Longpre, Sister, B.A.
 Lough, R. J., B.A.
 Maguire, Edward M., B.A.
 McMahon, Olive, B.A.
 McMurchie, A. C., B.A.
 Menzies, J. H., B.A.
 Merlevede, Jean A., B.A.

Muth, J. M., B.A.
 Moffat, H. P., B.A.
 Parent, Sister, B.A.
 Pierson, Dorothy, B.C.
 Rhind, W. C., B.A.
 Robson, Norman, B.A., B.Ed.
 Rodgers, Robert A., B.Sc.
 Saddington, Harry R., B.A.
 Sala, Sister, B.A.
 Samson, Jonas, B.Sc.
 Sarchuk, W. J., B.A.
 Sexsmith, Geo. E., B.Sc.
 Smith, Laura R., B.A.
 Stevenson, H. W., B.A.
 Tallant, C., B.A.
 Taylor, Wm. C., B.A.
 Wigmore, Audrey, B.A.
 Williamson, J. C., B.Sc.
 Willows, A. D., B.A.
 Wood, C. C., B.A.

Graduate Courses

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- Course 20. The Psychology of School Subjects.
- Course 22. Mental and Achievement Tests, Their Construction and Use.
- Course 29a. Children's Literature and Silent Reading in the Grades.
- Course 29c. The Teaching and Supervision of High School English.
- Course 31. Principles of Education, Instruction and School Administration.
- Course 36. The Organization and Management of Secondary Education.

It is anticipated that the services of a visiting professor, prominent in the field of either Elementary or Secondary School Methods in English will be secured for the Summer Session of 1947.

Students intending to enrol for this session should do so prior to January 1st.

The Diploma Year, 1946-1947

By MURINA MacLEAN, B.A.Hon. and WINIFRED POLSON, B.A. Hon.

THE Diploma Year in Education has the largest enrolment since 1940 for the 1946-47 session. We mean to take advantage of strength in numbers to make our influence felt on the campus. Our membership is drawn from many faculties and colleges, but we have become, nevertheless, a unified group and faculty spirit is strong. To our veterans, of whom there are several, we owe many of our liveliest discussions. Although there is a wide personality range in our group, there is also a close kinship based on mutual aims and scholastic strivings.

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Winifred Polson, B.A. Hons.

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Ernest Gridley, B.A.

Brown and Gold Representative:

Ann Walker, B.Sc. (H.Ec.)

Debating Representative:

Richard Dyck, B.A.

Sports Representatives:

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Women's—Norma Bruce, B.Sc. (H.Ec.)

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Elizabeth Barkwell, B.A.

Douglas Bridge, B.Sc.

Kathleen Connolly, B.A.

Elaine Cuddy, B.Sc. (H.Ec.)

Jerry Dorfman, B.A. (Hons.)

Mary Everall, B.Sc. (H.Ec.)

Ruth Gabel

Muriel Graham, B.A. (Hons.)

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Open Letter to Graduates from the Education Alumni

Gordon Bell School,
Winnipeg, Manitoba,
November 25, 1946.

Dear Alumni Member:

You, as a member of the Faculty of Education Alumni Association, will no doubt be glad to be connected with a project your executive deems worth while.

We want to raise some money. We want to raise at least \$500. Why? you ask.

Well, it's this way. The Diploma Students of the Faculty want our help in furnishing the Ladies' Common Room at Fort Garry. To this end we have made a down payment. The Common Room serves both the regular and summer school students.

We feel, too, that the Faculty could very well use a Scholarship Fund.

In addition, the Library budget is at present insufficient to provide the Faculty with the most desirable educational releases. Thus, your executive has undertaken to purchase books for an Alumni Shelf.

The three phases of the project outlined above should, we feel, receive the whole-hearted support of all of us.

In making a contribution to the project, each member automatically becomes an affiliate member of the Alumni Association of the University of Manitoba.

Fraternally yours,
A. W. MULDREW, *President.*
C. F. LEAVENS, *Secretary.*

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